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ABSTRACT

This document provides information to school administrators and others in similar positions on effective techniques for managing their time to best advantage. It is written in several styles in an effort to be easily readable. Liberal use has been made of the outline form and key words to stimulate ideas, while narrative has been kept to a minimum. Topics covered include time analysis; use of daily records and logs; delegation of responsibility; hints on control of paper work, visitors, meetings, and telephone calls; planning techniques; and time-saving hints of a more general nature. (Author/PGD)

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OPERATIONS NOTEBOOK 8

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An Update On

Time Management

EA 011 858

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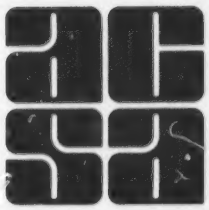
ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS FEBRUARY 1979

AN U⁻DATE ON TIME MANAGEMENT



February 1979

Association of California School Administrators

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INTRODUCTION

The original Time Management document written by Larry Ruttan and Arthur Thayer has been reprinted six times. This document included those materials and adds a great many new ideas to assist you in better managing your time.

It is written in several styles in an effort to save you time in reading. Liberal use has been made of the outline form and key words to stimulate your ideas. Narrative has purposely been kept to a minimum. Hopefully, not too much has been lost in the translation.

Generally it is difficult to find material on Time Management; even less information is available for school administrators. Most ideas in this Operations Notebook came from trial and error experiences of school people. We wish to express our thanks to the many administrators who submitted suggestions to us and for the many "short cuts" we learned while serving under some able administrators.

While this was written for school administrators the ideas can be utilized by any person interested in better managing their time.

We recognize that no one administrator will find all of the ideas useful, nor do we anticipate that any one will be so efficiency-oriented to implement all the ideas. We do recommend, however, that the reader share this document with their secretary and/or fellow administrator. Concentrated team efforts at good time management make for greater efficiency.

Readers should find some ideas that can be implemented immediately; others can be added at a later date. We hope the ideas suggested will help make professional work more personally rewarding, ultimately helping to improve the educational opportunities for all students.

Larry Ruttan, Assistant Superintendent
Rialto Unified School District

Arthur Thayer, Assistant Executive Director
Association of California School Administrators

Jack Landis, Superintendent
Santa Rosa City Schools

James L. Olivero, PDP Executive
Association of California School Administrators

NOT

GENERAL COMMENTS

> *Time is priorities and techniques of organization*

1. Most of us are not satisfied with the way we use our time.
2. You always hear, "I'm too busy." "I just don't have enough time." Good management procedures CREATE time.
3. Remember that the increased demands on a person's time are the price to be paid for being leaders.
4. Recognize that time and pressure are imposed by:
   a. The boss, if unrealistic, say so
   b. Subordinates
   c. Organizational structure
   d. Self (this one is easy to correct)
5. In planning for each problem, have you considered:
   a. Tasks--have problems or goals been defined adequately?
   b. Constraints reviewed
   c. Resources allocated
      (1) Time
      (2) Material
      (3) Necessary personnel involvement--who can assist in solution? With whom should you communicate?
         (a) Superior
         (b) Staff
         (c) Parents
         (d) Students
         (e) Others
   d. Examination of alternatives and utilization of a problem solving method
   e. Make a decision, communicate and implement
   f. Monitoring, adjusting, recycling
   g. Evaluation and reporting results
6. A good manager does two things well: They make good decisions and they think creatively.

> *You got where you are today because of your ability to make decisions and to handle emergencies. Now your job is to find ways to assist others in making decisions and eliminating emergencies.*

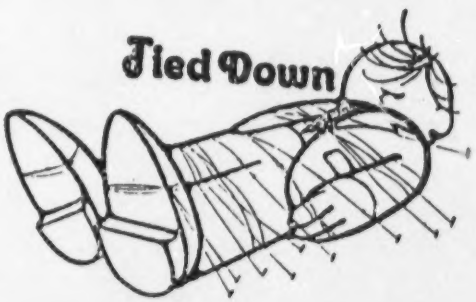
7. What are you worth an hour? A day? Have you ever figured it out? Is the district getting its money's worth? For your performance - for co-workers?
8. Remember that the person you respect most, the president of a large company or even the President of the United States, hasn't one more minute a day than you. YOU EITHER MASTER TIME OR IT MASTERS YOU.
9. Some people believe they are the only one who can accomplish a task- That's omnipotence and reserved only for God.
10. Time Management is simply self-discipline (Do you like you too much to tell you no??)

GENERAL COMMENTS - continued

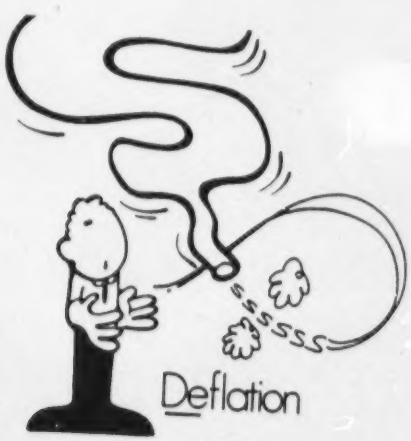
11. "We always do so and so," OR "We never do such and such" kills much time. Maybe you always did it wrong! Look for more efficient ways.
12. Use your sleep time - the subconscious works all the time; put it to work for you. Before you go to sleep, think for a moment or two about a problem.
13. Research indicates that most administrators spend between 50 and 60 hours per week either at work or on work related activities - plan and use your time wisely.

> *Effective executives know where their time goes. They work systematically at managing the little of their time that can be brought under their control.*
>
> *Peter F. Drucker*
> *"The Effective Executive"*
> *Harper & Row, New York 1966*

14. Common Time Wasters
    - Telephone
    - Drop-in visitors
    - Meetings
    - Unclear Communications
    - Lack of delegation
    - Lack of planning
    - Paperwork
    - Indecision
    - Interruptions
    - Television
    - Commuting Time
    - Tradition
    - Junk Mail
    - Inability to say "No"
    - Signing documents



15. Good teachers can become ineffective principals if they don't stop teaching and start administering.
16. The difference between a teacher and an administrator is that the administrator should have a general knowledge of everything the teacher knows PLUS be decision makers, organizers, planners, evaluators, delegators and motivators.
17. Many people believe if they simply work hard they will get their work done. It's rarely true!



PERSONAL IDEAS

1. Use an appointment book. Carry it with you. Have your secretary daily compare his/her book with the one you carry and keep both updated.

2. Get memoranda to your assistants or staff early in the morning (or the day before). It helps them recognize your priorities, set their own and gets them working.

3. Listen well the first time. Eliminate the need to repeat.

4. Paper and pencil are worth their weight in diamonds. Make notes or reminders throughout the day - a 3x5 pad (some use the back of their business cards) can be invaluable memory joggers. Check them each day before going home.

5. Use a portable recorder...particularly good while traveling and especially good while driving. Dictate notes, reminders, etc. while traveling.

6. Get tools and materials ready BEFORE starting work.

7. Clean off your desk! Often eighty per cent of the material on a desk is worthless or belongs in the files.

   a. When returning from a two-week vacation, your desk can be cleaned in one day. Why do this only once a year? Remember inside as well as on top.
   b. A cluttered desk wastes time and is a sure sign of not being organized.
   c. Only go through your mail once. Don't let it pile up day after day. This causes you to shuffle through the same coorespondence.
   d. Drawers, files, credenza, the ENTIRE OFFICE needs cleaning out--- DON'T CHEAT! Don't be a pack rat or a saver of string. It takes more time to find those old treasures than they are often worth

8. If you want to be a good manager, you must forget to do the things that are unnecessary (selective neglect).

9. The greatest time saving work you have in your vocabulary is "NO."

> REALITY IS
> "Those who cannot see or who resist reality...theoreticians & dreamers... rarely achieve major managerial responsibilities, or hold them for long if they do."
>
> James L. Hayes, President - AMA

10. Recognize that your supply of energy varies in a day.

    a. If you don't know your pattern, chart it or ask others to do so.
    b. Ride your energy peaks (are you an owl or a lark?).

11. Periodically take a break to recharge...monotony slows you down.

    a. Cat nap (don't abuse...particularly if you snore!).

    b. Coffee break

    c. Walk or stretch. Get in a classroom observation, visit playground. Get out of office and see what is going on. Don't wait for second-hand report. You can stop many problems this way. Observe and evaluate current operations and procedures. Why are we doing it this way?

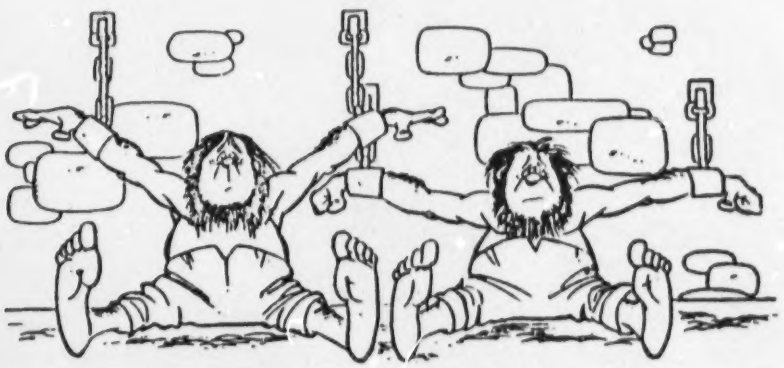
    d. Switch tasks for a change of pace. Complete two or three, five or ten-minute tasks and then return to original task with renewed vigor.

12. Many items that are found in your "In Basket" do not belong there. Learn to toss them.

13. Find some time to get away from it all to do some thinking and planning. (Hide if necessary...library, instructional media center, another school).

14. Don't spend fifty per cent of your time on what is actually five per cent of your problems.

    Eliminate periods where you are wasting other people's time...avoid repetition and interruptions.



Don't get tied down for the wrong things

15. You can find more time if you:

    a. Do the things you MUST DO more efficiently.

    b. Manage the little time you can control better.

    c. Learn to delegate properly.

    d. Forget "administrivia."

    e. Use kids, parents, anyone to handle routine details such as sharpening pencils, filing, delivering messages, etc.

16. Remember that if you invest your time in thinking and planning, you find you can not only save time, but your days will be less frantic and less filled with emergencies.

17. Treat time as though it were money...it is.

18. Look for short cuts. This isn't lazy, it's smart. Management studies indicate most people operate at sixty per cent efficiency.

TIME IS MONEY --- YOURS AND THE SCHOOL DISTRICT'S!

19. Learn New Skills: A quick review of new legislation is enough for leaders to realize new skills may be needed.

20. If leader/manager isn't familiar with new regulations, policy or legislation, s/he should be. They need not feel threatened when expected to continue personal/professional growth; it's needed to fulfill the responsibilities of the job! Reserve the <u>right</u> to say, "I don't know how, but I want to learn."

21. Conduct a personal assessment each year; learn thoroughly a new area of competence. An annual growth plan, when completed, can result in a perpetual updating of skills, attitudes, and knowledge. These three areas are cornerstones for competence. If help is needed to put a plan together, write to:

Nueva Learning Center
6565 Skyline Blvd.
Hillsborough, CA 94010

and order a <u>Self Performance Achievement Record</u> (SPAR). This publication describes a process for preparing one's own growth plan; it is self-instructional - or utilize Project Leadership Personal Activity Plan. (see page 7 & 8). Order Component 4, Personal or Program Planning from ACSA's Project Leadership.

22. Read and Understand Applicable School Legislation: Keeping on top of school laws and their interpretations seems to be a full-time job. But all administrators <u>do not</u> need to keep current on everything; fortunately, there is considerable help available through the your professional association (ACSA). SELL, for example, carries valuable information regarding bills and their status - keep the laws and their interpretations some place where access is reasonably easy. Avoid making the job more complex than it is.

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

PERSONAL ACTIVITY PLAN - PROJECT LEADERSHIP

Name _____ Position _____

A. Goal Statements (What is desired?) _____

(Example - No. 21)

B. OBJECTIVE STATEMENT (What do you want to do?)	C. PROGRAM DESCRIPTION (List activities that will occur)	D. ASSESSMENT (What will be your measurement yardstick?)

(over)

-7-

11

12

E. PROFESSIONAL GROWTH PROGRAM
(What new abilities do you need to achieve this project?)

What new skills, attitudes, or knowledge are needed?	How will each new need be obtained?

F. EVENTS CALENDAR
(List when you complete tasks)

(Example - No. 21)

13

14

23. No one does anything he or she really doesn't want to do. This is really the botton line. In essence, we say to ourselves (when we act against our better judgments), "The punishment for not doing something is greater than the punishment/rewards I'll receive if I go ahead and do this." Each person truly controls his/her future; the adage is correct..."We have met the enemy and the enemy is us."

24. Get Physical Exercise: Administrators can hardly do an effective job if they are not physically fit. When the stomach begins to overlap the belt, one isn't fit. Get the blood cells circulating...good exercise gets more oxygen to the brain for better and faster solutions to difficult problems.

25. Find some other people to jog with. Isometric exercises are also tools for busy people to keep the body tuned. These exercises can be done right at the desk or in the car driving to or from work. (Physical fitness consultants invariably suggest obtaining a medical examination before engaging in truly strenuous exercises.)

26. Get Mental Relaxation...Or, Reduce Stress: Toeffler has written in Future Shock about the stress that bangs away at each of us. Whether there truly is more stress is at least debatable...but most of us certainly perceive stress is greater. That's why we need to learn and practice tension-reducing techniques.

27. Transcendental meditation, yoga, and certain breathing exercises may be helpful in reducing stress. To some people the calm after strenuous exercise is stress reducing; others reduce stress by sitting quietly in a partially lighted room.

28. Develop and Maintain a Sense of Humor: When bad turns to worse and all else seems to fail...smile. (When you are really in trouble...laugh.) Most specific, negative events are routinely fairly insignificant in the total course of life. By keeping a molehill a molehill, one views problems in their appropriate perspective. Few issues are matters of life and death; the other concerns can usually be dealt with more realistically when cool thinking prevails.

29. Compliment Others: With collective bargaining and the associated militancy has come, in too many schools, a general deterioration of a positive school climate. Often tension runs high; when this happens, people tend to seek out what's wrong rather than what's right.

30. *DON'T* take the job home...it's unrealistic to take this principle literally but consider its intent.

31. *DON'T* isolate yourself from other members of the educational community...when the going gets tough some administrators tend to go to the office and close the door to hide. Educational leaders need to be seen and heard. People need to know what the leader stands for, what the leader perceives as important goals for the school or district. The administrator is the spokesperson for the school.

32. A great way to use commuting time constructively is to listen to cassettes on various management topics. It can turn a half hour drive into a college class.

33. Words saved are time saved - whether verbal or written.

34. Learn to speak up and learn when your comments are not necessary.

35. People lose more than 2/3 of what they hear immediately after they hear it.

WHAT TO DO

WHEN THERE ARE MORE THING TO DO

THAN YOU HAVE HANDS FOR.....

Make a List of things to do
Prioritize:
1. Critical
2. High pay off
3. Low pay off
4. Low pay off but can be done anyway
Who can do What? By when?
Now get started

AND REMEMBER THE OTHER KEY IDEAS IN THIS NOTEBOOK.

ANALYZING YOUR TIME

Despite what many of us have learned in the past, effective executives do not start with planning, they start by finding out where their time actually goes and where it should go. Then they attempt to manage their time and cut back unproductive demands on this time. Finally they consolidate time into the largest possible continuing units.

1. Time is always being expended. Start by recording, for at least a two-week period, all of your activities no matter how minor and the time spent on each. A suggested form to use is included. (See Daily Record of Time Spent).

2. At the completion of the two-week period, summarize your major activities and the percentage of time being spent in each. What does it tell you about your job? Where are you spending your time?

3. Is your time being spent where your priorities are?

4. What are you doing that others should be doing?

5. Are you using your "prime" time for major tasks?

6. What are you doing that doesn't really need doing at all? (We often carry with us from the last job what we enjoy doing.)

7. What do I do that wastes the time of others?

8. It should become obvious to you that you can not schedule eight hours of work for an eight-hour day for you must allow time for the interruptions created by others needing to talk with you.

DAILY RECORD OF TIME SPENT

Date_____

Time Blocks
(May be in 15 or 30 minute sections)

Have your secretary make out a copy to compare later

Even if you are on the right track,
you can get run over just sitting there!

FINDING TIME OFTEN OVERLOOKED

1. Learn how to use wasted time.
   a. While waiting for an appointment away from the office, have a book or reading material in briefcase.
   b. To and from work you are often freshest. Just as elementary school teachers utilize the first hours at school for reading and math, you, too, should capitalize on freshness and energy.
      (1) Wherever possible, form a car pool. Then you can read, sleep, or talk shop.
      (2) When alone, rehearse, dictate, listen to cassette or to the news. T H I N K !
   c. Time spent on a plane or in a taxi can also be used profitably.
   d. When appointments are late, do desk work, return phone calls, read. Prepare classroom observations or other tasks of approximate equal duration.
   e. When waiting on phone calls, sign papers, read, make notes or answer correspondence.
2. Sleep time
   a. You can sleep your life away. You can sleep beyond physical need. Try reducing your sleep time by thirty minutes. If you are still effective you will save 23 days per year this way.
   b. Ask your "subconscious" questions upon retiring. It will work on them all night. In the morning, jot down notes or on the way to the office clarify these ideas.

IN-SERVICE

1. Plan in-service for you and for your staff (both classified and certificated). Sources are:
   a. Professional Development Programs
   b. Project Leadership
   c. Region/Charter Programs
   d. ACSA Publications (See partial listing at end
   e. ACSA Training Programs of this publication)
   f. College or University Courses
2. Share ideas and techniques with other administrators.

STIMULATE IDEAS

1. Use brainstorming techniques to develop and encourage free flow of ideas. Many advantages here. Then refer appropriate ideas for further study.
2. Idea file--not categories--yours or theirs - Many ideas which can't be implemented immediately can be at a future date - write down name of person who contributed the idea so you can acknowledge same when idea can be implemented.
3. Remember that the best plans go astray. Have a contingency plan (outside graduation and rain). This is particularly good for important tasks or events.

PHYSICAL FACILITIES

1. Improve physical facilities.
   a. Is your office efficiently arranged? Consider location of desk and files, water cooler, etc. Face desk away from distractions.
2. Don't get larger desk just to hold more piles of material.
3. Consider lighting, ventilation, color scheme.
4. Is your office the kind of place in which you like to work? If not, why not?
5. Check noise level. What can be done to reduce it?

RESOURCES

1. Find machines or resources that can help.
   a. Addressograph
   b. "Slave typewriter"
   c. Sorter
   d. Students, volunteer aides
2. A wastebasket can be a great time saver. Most administrators use it far too seldom. Get a big one and use it!
   a. If you are afraid you might toss material you might need later, do what the banks do. They use the bottom desk drawer as their daily wastebasket. The secretary empties the drawer into the office wastebasket every morning. The custodian dumps it at night. This way you have 48 hours of material you can go through if necessary.

HOW TO USE TALENTS OF YOUR SECRETARY TO BEST ADVANTAGE

A good, well-trained secretary saves you hours and makes you look more efficient than you are.

1. Don't simply tolerate an inadequate secretary. Develop and
   a. Establish procedures, forms, etc., to help. train the
   b. Provide in-service training. person.
   c. Make suggestions and recommendations.
   d. Get help from district office, visitation, etc.
2. Encourage initiative.
3. Keep the secretary informed about what is going on and about your priorities.
4. The secretary can get information and facts to fill you in on meetings, important visitors, conferences, etc.
5. Remember you need his/her loyalty, confidence and discretion.
6. Talk with the secretary about how best to use time and talents.
7. Take five minutes each morning to check instructions, ask questions and to establish priorities for the day.
   a. If a secretary has more than one boss, establish a method for assigning priorities.
8. Let secretary handle as much detail as possible.
9. Give secretary complete charge of files. You cannot do it as well and are paid too much to try to do so.
10. Have your secretary sort your incoming mail, correspondance and telephone calls. Use colored folders to establish priorities. One way might be:

a. Information/Reading
b. Action Needed
c. For Signature
d. Urgent

Learn which to pick up to work on and when -

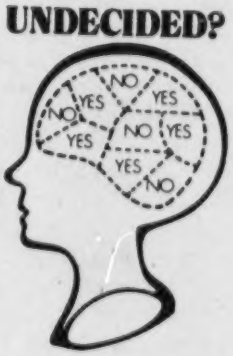
11. Remember, office experts think eighty per cent of what is filed is never used again. Files should be cleaned regularly.
12. Secretary should, at the end of each day, put out files and reminders for the next work day. If the person is out of the office due to illness, etc., you can find necessary material and work can still flow smoothly.
13. Secretary should maintain the pending or suspense file.
14. Secretary should clean or arrange your desk, sharpen pencils and provide supplies daily. When you come in your are ready to go to work!
15. Secretary should confirm appointments by letter or telephone several days ahead of time to avoid misunderstandings.
16. Have secretary underline material read to save you reading time. (or yellow marker).
17. Provide genuine praise. Show some consideration and say "Thank You" frequently.
18. Give back up support--particularly when decisions were made to save you time or to increase your efficiency.
19. Authorize secretary to make tentative appointments. You can approve later.
20. Secretary should handle all travel and meeting arrangements:
    a. Airline tickets and rent an auto if needed.
    b. Hotel reservations
    c. Room reservations for meetings
21. The secretary should prepare information you need to take to meetings and have a "package" ready for you to take.

22. Remember the Ten Commandments for Bosses:
    1. Thou shalt take a short course in penmanship.
    2. Thou shalt not invade the sanctity of thy secretary's file cabinet.
    3. Thou shalt not mumble.
    4. Thou shalt remember that thy secretary is human and, therefore, shalt not expect the impossible.
    5. Thou shalt not chew thy pencils and then expect thy secretary to sharpen them.
    6. Thou shalt not commence to dictate after 4:30 p.m.
    7. Thou shalt not bear false witness against thy secretary for thine own errors.
    8. Thou shalt keep sacred the coffee break.
    9. Thou shalt share thy priorities with thy secretary.
    10. Thou shalt remember and practice the Golden Rule.

A Test For Secretaries

Do You:

1. Bring in appropriate backup information when you are giving your boss a phone call?
2. Use a suspense file?
3. Get tomorrow's activities organized before you leave at the end of the day?
4. Clean the boss's desk, sharpen your pencils, provide supplies?
5. Keep the boss's calendar and your calendar up-to-date?
6. Confirm appointments by letter or phone several days ahead of time?
7. Handle all travel and meeting arrangements?
8. Package information the boss needs to take to meetings?
9. Help keep the important in front of the boss.
10. Handle at least half of the incoming phone calls?
11. Keep trivia away from the boss?
12. Help the boss deal with the tendency to procrastinate?
13. Spend your time according to the boss's priorities?
14. Perform routine secretarial tasks well?
15. Look ahead and attempt to anticipate problems?



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A Test For Administrators On Using Secretarial Time

Does Your Secretary:

1. Meet with you once a day to set priorities?
2. Handle as much detail as possible?
3. Make tentative appointments?
4. Have complete charge of the files?
5. Take care of things without reminders?
6. Reply to routine items?
7. Show initiative and not always come to you?

Do You:

1. Back your secretary up when decisions are made to save your time?
2. Ask your secretary how you can save his/her time?
3. Feel secure in giving your secretary confidential work?
4. Accept typed work without proof reading?
5. Have the right secretary for your work style?
6. Provide adequate training for him/her?

How To Handle Paperwork/Correspondence

A mountain of paperwork

1. Ask yourself this question: The last time I sat down at my desk did I:
   a. Consciously select the most important item to work on?
   b. Pick up the item on top of the pile?
   c. Pick up the one my gaze happen to fall upon?
   d. Work on the item that interested me the most?
   e. Work on easiest problem?

   (If you answered anything except "a," you need to develop the habit of establishing priorities and then working on things in accordance with them.)
2. Learn to make out your classroom observation forms immediately after the visit or notes after an appointment or important meeting. You forget less and do a better job. <u>This is particularly important if you have follow-up work to do</u>!
3. Use color coded "buck slips." A different color for each person in the office saves time for routine items and helps people establish their priorities as they learn whose buck slip is what color. (See sample form below.)

> *Eliminate periods where you are wasting other people's time --avoid repetition and interruptions.*

4. Several years ago business estimated it cost over $7 to type and send one letter (remember inflation!). (See items 9 and 10).
5. Establish a suspense file - 31 manila folders numbered for each day of the month - when you send out something that requires a response, plop it in the suspense file numbered 3 or 4 days before you need the information. Check the suspense file each day.
6. If you have just completed a detailed report or time consuming activity which must be done annually, jot down notes while still fresh in your mind about how it could have been done more easily or faster and file as a memory jogger for next time. A great way to use a 12-month suspense file.

Sample "buck slip"

(Color Code)

PROJECT LEADERSHIP

TO:

FROM: DATE:

FOR YOUR	PLEASE
( ) APPROVAL	( ) PHONE ME REGARDING THIS
( ) FILES	( ) SEE ME REGARDING THIS
( ) INFORMATION	( ) CIRCULATE
( ) REPLY-SIGNATURE	( ) TAKE NECESSARY ACTION
( ) SUGGESTIONS	( ) RETURN
( ) RECOMMENDATIONS	( ) FILE OR DESTROY
( ) _____	( ) _____

I wonder if some people don't feel more needed, important and secure if there is a big pile of papers on their desk.

7. Paperwork tends to bog us down in direct relationship to our inability to make decisions. If we make a decision about a piece of paper it disappears from our desk and becomes someone else's problem.

8. Give secretary as much correspondence as possible to do on his/her own. Otherwise:
   a. Use dictating machine.
   b. Use form letters (both printed ones and samples that can be typed individually).
   c. Encourage the secretary to prepare drafts of letters and reports to submit for your review.
9. You can write short answers on original correspondence. Xerox one copy for file and return the original.
10. Jot "yes" or "no," "set meeting for August 9, 2:00 p.m.," ideas or instructions on a letter. Then secretary can compose letter for signature.
11. Have secretary attach supporting information (files) to incoming correspondence to facilitate preparation of replies.
12. Handle any piece of paper only once.
13. Have secretary send some mail to subordinates (also encourage the secretary to toss some of it away).
14. DO NOT read letters you have dictated for errors. Make secretary responsible for errors.
15. Let secretary sign MOST of your letters. You sign sensitive or legal ones.
16. Don't use too many memos! Use only to remind, clarify or confirm.
    a. Some administrators have bets as to the number of memos they will receive in a week (what cost!).
17. Remember that dictating equipment can save much valuable time.
    a. You and secretary can work independently of each other.
    b. Both of you can arrange work at the time most convenient and productive to you.
    c. Carry portable dictating unit with you for memoranda or instructions.
18. Paperwork chokes many schools
    a. Some business experts think a secretary spends twenty to thirty per cent of the time looking through files.
    b. Needless paperwork inflates the payroll and reduces efficiency.
19. Only go through your mail once. Don't let it pile up day after day. This causes you to shuffle through the same correspondence again and again.

HOW TO CONTROL VISITORS

1. One of the most difficult time wasters is the "visitor." This may be one who has a scheduled appointment or one who simply "drops in."
2. An "Open Door Policy" may be great for public relations and yet can cause you problems with continual interruptions. If you modify this by having specific times set aside, people can see you at times more appropriate to both of you.

3. Some ways to control the "drop in:"
   a. Do not feel compelled to accept the person, particularly a salesperson.
   b. Have your secretary screen "drop in" visitors. When asked, "Is the boss busy?" the secretary can reply, "Yes, may s/he call you when free?" Or ask, "Should I interrupt him/her."
   d. If the visitor gets in, stand up to greet and walk around your desk. If the person can't sit down, you are in control of the situation. If you offer coffee, plan on a 15 to 20 minute stay.
   e. Just like with telephone calls, learn how to politely but effectively terminate appointments, get up and walk them to the door.
   f. When all else fails, if you can tell a little white lie, you can always say, "I am sorry, but I have to leave now for a meeting."
4. Have your secretary trained to either stick head in or call reminding you of another appointment. You then agree and say, "We will only be another three minutes." This gives your guest the hint.
5. You might consider going to a subordinate's office rather than having that person come to you. It will cut down on the time and give you a chance to get out and see what is going on.
6. Remember that one late appointment puts you behind for the remainder of the day. In trying to be nice to the one person, you will be rude to all who follow. When a person is late, mention your time constraints and ask if the matter can be finished within it or should you reschedule the appointment?
7. Remember, too, that the other person's time is valuable. If you have an appointment, don't let the person sit there cooling their heels. If it is absolutely necessary, have your secretary explain your delay, perhaps offer some refreshment, and most important check back frequently.
8. If you have an appointment with someone at their office be on time - most people will really appreciate it.

TELEPHONE TIPS

1. Secretary should screen phone calls. Answer as many as possible, refer some to others and give you those on which you should spend time.

2. You or the district should train every secretary on telephone techniques. The Telephone Company frequently provides this kind of in-service program.

3. Secretary should have a list of those persons whose calls should be put through to you immediately.

4. If not convenient for boss to take a call, the secretary should ask if a call can be returned later.

5. You need to establish with your secretary whether you will accept all calls or if the secretary should only interrupt you in an emergency. Telephone interruptions can waste EVERYONE'S time.

6. If you are to return the call, secretary should record name of caller, phone number and, if possible, the topic to be discussed. (See Forms below and on following page.)

7. When you take a call regarding an on-going project, the secretary should immediately bring you the file on that project upon switching the call to you, so you have file on hand for discussion.

8. Learn how to use the telephone--it is either your best time saver or your worst stumbling block.
   a. Conference calls are well worth the money. They can save a meeting and lots of travel time and expense.
   b. Telephone with speaker allows you to have hands free for desk work and for others to be involved in the conversation.

9. When working, particularly when writing, and the phone rings, take a second or two and jot down the next 1 or 2 key words of your thought (the mind is always ahead of the pen or tongue if dictating to your machine) - it will help you get mentally right back into work after the call.

MESSAGE

TO_____

DATE_____ TIME_____

NAME_____

OF_____

_____

PHONE_____
Area Code Number Ext.

☐ TELEPHONED ☐ PLEASE CALL

☐ RETURNED YOUR CALL ☐ STOPPED BY

☐ WILL CALL AGAIN ☐ WANTS TO SEE YOU

☐ URGENT !!!

MESSAGE : _____

_____

_____

_____

_____

_____

Operator: _____

TELEPHONE MESSAGE LOG

Date	Time	Caller	Number	Action

TELEPHONE RECORD

Date_____

Name:_____ Phone ( )_____ Subject_____

In____ Out____ Time call began _____ Time call ended_____

Address_____

Comments

Action

Send to:_____ Action:_____ File:_____

Xerox copy send to_____ for action.
File by: Subject or Date or Name.

10. Many executives find it very helpful to utilize a telephone log, examples on page 21. A log serves as a record, a ready reference for follow-up and can serve as a tool in analyzing the source or types of calls you receive and the peak times of day so you don't plan important tasks at those times. A log of incoming and outgoing calls can be extremely helpful and beneficial if you process a number of very important or sensitive telephone calls.

11. Many administrators think they must place their own calls. DON'T. You are paid too much to be a switchboard operator. (There are times, though, when this is the most efficient approach.) If you have to look up a number jot it down on the telephone log or on your "do list" for the number may be busy or the person not in - this can save you looking it up again.

12. Learn how to cut off conversations.
    a. "I'll see you Thursday."
    b. "If you need more information give me another call."
    c. "George, I have someone here in the office..."
    d. Or the sure fire winner - "I have to go...someone wants to see me." Somewhere out there in the whole wide world there is someone who wants to see you...they may not be in your office yet...but you have just politely gotten off the telephone without even telling a teensy-weenie little lie, well almost anyway.

13. Develop a list of commonly-called telephone numbers and keep convenient to the telephone.

14. Call or write a memo--which is quicker?
    a. A memo can avoid wasted time on side conversations and provide a record for follow-up.
    b. A call can be quicker, easier, save your time, secretary's time, filing, etc.

15. Make a strong effort to return all calls each day. It is not only polite but it frees your mind from having to worry about whether they were critical calls.

DELEGATION OF RESPONSIBILITY

Delegation is getting things done through other people!

1. Efficient administrators must learn WHAT and HOW to delegate.
    a. Obviously, the smaller the school or staff, the fewer alternatives exist, but the administrator must always explore alternatives.
    b. Delegate to secretary, someone on staff, vice principal, department chairperson, team leaders, lead teachers, aides, volunteer parents, students.
2. It is easy to describe how to delegate, but hard to practice.

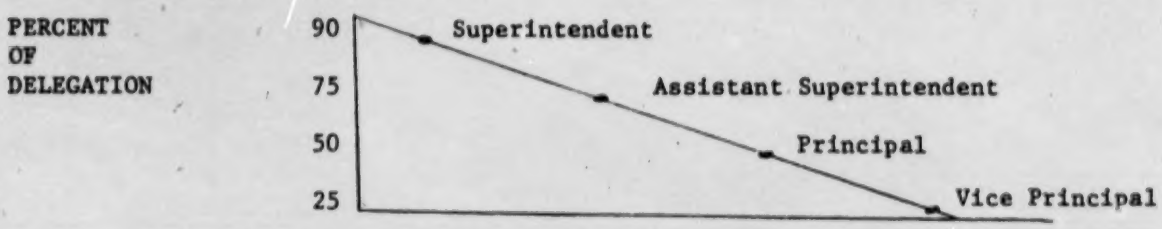
3. Delegation is an old problem: In 1500 B.C. Moses found a one-man show ineffective. His father-in-law, Jethro, advised him to choose able men, assign responsibility and authority commensurate with their ability and to appoint them as rulers over each group of 1,000 people with less able men as sub-rulers over each group of 100 and the rest each group of 10. Problems were then passed up the chain of command and Moses took only the big ones that his subordinates could not handle.
4. Ask yourself--what OUGHT subordinates do? Remember, decisions should be made at the lowest level possible. (See Form on page 27).
5. Your best test--what would you delegate during the next three days if on the fourth day you were leaving for Europe on vacation? (At least delegate what assistants can do NEARLY as well as you can do it.)

If you are a leader, why aren't you leading?

6. Before you delegate, analyze the job and/or the strengths of your assistants. Do they have the skills to assume the new responsibility/task? If not what must you do to train them?
7. Monitor progress on what has been delegated.
8. While delegating involves risk it is on-the-job training (OJT) and great in-service for your staff.
9. The ability of staff grows and as you delegate more, your ability to delegate also grows.
10. The entire concept of decentralization centers around delegation of authority and responsibility.
11. Delegate parts of a task if not the whole thing.
12. Subordinates tend to resist delegation and "buck problems upward." To reduce this tendency and help them grow:
    a. Require them to do completed tasks.
    b. Ask three key questions when monitoring:
        (1) "What alternatives have you considered?"
        (2) "What techniques have you considered?"
        (3) "What solutions do you recommend?"
    c. Simply don't make decisions for them.
13. You must remember that subordinates often avoid responsibility because they lack self-confidence. To counter this, encourage and support their decisions.
14. Recognize subordinates are reluctant to report bad news to you. They keep hoping things will improve before they are forced to report. Encourage them to bring problems to you early.

15. There is risk in delegation. The Army and business are often quoted in saying, "It's better to make the wrong decision than to make no decision at all."
    a. It is usually better to delegate responsibility to the right person than to risk it to a committee.

16. You must allow the staff to make mistakes--tell them you expect them to do so.
    a. Otherwise they won't do anything for fear of making one.
    b. Tell them you want a good batting average.
17. It is HARD to learn to delegate.
    a. For both you and your subordinates.
    b. It will take time and practice.
    c. Will snowball if you persist.
    d. Occasionally expect a relapse in yourself and subordinates.
    e. Don't let them delegate upward.
18. The higher the level of the administrator, the greater amount of time should be spent in delegating.



Gerry Achenbach of the Piggly Wiggly food-dry goods chain has suggested the following thoughts and principles for administrators to live by.

He does nothing he can delegate, believing that the do-it-yourselfer not only wastes his time by doing others' work, but also deprives them of the opportunity to grow by taking on tough tasks and learning how to perform them successfully. "Give a person the assignment, make sure he understands it, provide the tools including the authority he needs, and let him handle it in his own way," says Achenbach. "Get regular progress reports and hold him accountable for end results, not procedures. It'll pay off in time freed up for you to do more important things like long-range planning and, of course, enjoying the leisure time to which you are entitled."

19. The failure to delegate is the single most significant failure in the average administrator.
Reasons are:
    a. Most of us want to be liked - fear doing it - particularly dirty jobs.
    b. Personal insecurity.
    c. "I can do it better myself" fallacy.
    Choose, not between the quality of work a supervisor and his subordinate can do on a specific job, but the benefits to be accrued to the whole operation if the supervisor devotes more attention to planning and supervision.
    d. Lack of ability to direct, think ahead and visualize the work situation.
    Formulate objectives and general plans of action.
    Communicate these to subordinates.

    e. Absence of selective controls.
    "Feedback" is necessary for counseling and evaluation.
    f. Temperamental aversion to taking a chance.
    g. Failure to delegate enough.
    To give a subordinate a job that you think s/he can do better - it is difficult to let go - easier to under delegate to overlook the possibilities for delegation.
    h. Delegating by formula cannot be done. One must learn what and when to delegate. Keep checks and controls on every assignment delegated, but the degree and the kind of control should vary with each employee.
    i. Failure to keep communication lines open.
    Delegation is doomed when a subordinate is afraid to go back to this supervisor for assistance.
    Or when a subordinate is so independent s/he does not keep the supervisor informed.
    j. Failure to make the assignment stick.
    k. Failure to define the assignment.
    Both subordinate and supervisor should understand just "what" is being assigned.
    l. Failure to delegate enough authority to do the job.
    m. Being too narrow in your delegation.
    Delegation can broaden an employee's skills - it can be a form of training.
    n. Failure to keep up to date on delegated jobs.
    Reevaluate assignments periodically and adjust to their changing status.
    o. Failure to allow for mistakes.
    p. Failure to close the loop on delegation.
    Evaluation of completed tasks.

20. Why subordinates avoid responsibility.
    a. Easier to ask the boss than decide.
    b. Fear of criticism for mistakes.
    c. Lack of the necessary information and resources to do a good job.
    d. Already have been assigned more work than can be done in the allotted time.

e. Lack of self-confidence.
f. Positive incentives may be inadequate.

21. The chief time-saving principle involved in delegation of responsibility is, of course, that the administrator cannot possibly perform every aspect of his/her total responsibility, and this is precisely why s/he has assistants and secretaries.
22. The administrator may delegate those tasks that require skills s/he has already mastered, s/he should do what is new, challenging, and stimulating. The administrator should work at the "growing edge" of his/her job.
23. The administrator may do certain tasks that lie in his/her area of strength, where s/he is most competent. S/he should delegate what another can do better. Most administrators cannot claim expertise or facility in every aspect of their role. Spreading parts of the total task to others saves the administrator's time, and uses supporting staff effectively.
24. On occasion, the administrator should delegate what s/he frankly does not like to do or what s/he is not interested in - even at the risk of being accused of handing out all the "dirty work." In the interest of time, the administrator may do those tasks that s/he enjoys, relishes, and can do with dispatch and satisfaction.
25. Tasks that are stable should be delegated. Retain activities which are concerned with change. Standard operating procedures should be delegated and forgotten. The administrator should control change.

WHEN DELEGATING .....

Instead of formalized systems or procedures...

People more commonly delegate simply by writing a memo
Hopefully, they include,
* *A Clearly Defined Task or Problem*
* *Set Deadlines (Interim report dates included)*
* *Clarify Roles and Relationships*
* *Assigns Responsibilities Within Appropriate Periods of Time*
* *Method of Reporting, To Whom, On What and When*
* *Who Is to Make the Final Decision*
* *Who Is Responsible to Implement*

26. Remember, delegating effectively is an important contribution to your professional growth as well as to the growth of your staff.

Adding new dimensions
to the form on page 12.

TIME LOG FOR ADMINISTRATORS LEARNING TO DELEGATE
OR
FOR "OLD PROS" TO MAKE A PERIODIC CHECK UPON THEMSELVES

Date_____

(These columns should not be filled out until the next day)

TIME	TASK	Should I Have Done It?	To Whom Should I Have Delegated This?
7:30 - 7:45			
7:45 - 8:00			
8:00 - 8:15			
8:15 - 8:30			
8:30 - 8:45			
8:45 - 9:00			
9:00 - 9:15			
9:15 - 9:30			
9:30 - 9:45			
9:45 - 10:00			
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3:00 - 3:15			
3:15 - 3:30			
3:30 - 3:45			
3:45 - 4:00			
4:00 - 4:15			
4:15 - 4:30			
4:30 - 4:45			
4:45 - 5:00			

Evening:

Comments:

MEETINGS

1. Many meetings are unnecessary. Don't be compulsive and hold one because the staff meets every Tuesday--cancel it. (You will be spoken of with reverance for years to come.)
2. Most meetings can be completed in less time if: people are prepared ahead of time, the meeting starts and ends on time, is conducted in an orderly fashion, participation time is allowed but meeting is kept moving. (See Sample Agenda).
3. Time spent on an agenda item should correspond in proportion to the importance of the item. We have all seen a board or council spend an hour arguing about a $15 purchase order and vote the annual budget of $20 million in ten minutes - exaggerated? Perhaps, but only slightly.
4. Be sure to avoid excessive meetings (number or length); they are a concession to an inefficient management and organization.
5. Encourage the staff to do homework, research, etc., BEFORE attending a meeting.
6. Look at the number of committees you have. What has each accomplished in the last year? Cut the unproductive ones.
7. Make an estimate of the cost of the meeting (hourly salary of those present times the hours spent). Was the meeting worth it? Many are not!
8. Control interruptions (emergencies only). It is a loss for the total group if people are in and out or on the telephone, especially true if that person is the boss.
9. You can improve meetings if:
   a. You plan better.
   b. You carefully prepare agenda.
   c. You exercise strong leadership.
   d. Everyone listens better.
   e. Someone summarizes frequently.
10. Before a meeting is called, ask yourself:
    a. Has everyone who NEEDS to be invited been included?
    b. Is there anyone who DOES NOT need to be there?
11. Your secretary should anticipate what is needed for meetings and provide reminders and materials for you automatically.
12. Remember that the more people attending a meeting, the greater the difficulty there is in communication. The ratio increases by leaps and bounds:
    a. 2 people = 2 communications
    b. 4 people = 12 communications
    c. 10 people = 90 communications

13. Develop team support for and concentrate on TIME MANAGEMENT
    a. Add to agenda items on how to save time, shortcuts to be used and things that can be eliminated.
    b. Ask how your staff can save time for you.
    c. Ask how your staff can save time for one another.
    d. Ask how you can save time for your staff.
14. Prior to the conclusion of the meeting, review what needs to be done and by whom.
15. Before adjournment ask, "What did we accomplish today to help students?" - Or, "What did we accomplish to further the achievement of our adopted goals?"
16. As soon as possible after the meeting, dictate necessary memoranda for follow-up:
    a. Designate who is responsible. . .
    b. When you will monitor-progress reports are due...
    c. Final date project should be completed...
    d. With whom final report will be shared...
17. For some meetings it is also appropriate to furnish all participants with succinct minutes. These should be provided as soon as possible after the meeting.

Try scheduling meetings one hour before lunch or one hour before quitting time. You will be surprised to find people will get through the agenda so they can get out on time.

Establish a reputation for always starting meetings on time. Soon people will start arriving on time.

REACTION CHECK SHEET

Directions: Each staff observer fills out one of these check sheets. At six points during the meeting (determined by observer, chairperson or staff as whole), each observer checks in the appropriate column opposite question A and B. The change and flow of interests and understandings can be summarized and discussed afterward.

A. *At this moment, how interested or personally involved are you in the subject under consideration?*

1. ANTAGONISTIC
2. ANNOYED
3. BORED
4. NO FEELINGS (one way or another)
5. INTERESTED
6. CHALLENGED

1	2	3	4	5	6

B. *How clearly do you understand what is being presented or discussed at this moment?*

1. UNINTELLIGIBLE
2. VAGUE and OBSCURE
3. NOT ALTOGETHER CLEAR
4. GENERALLY UNDERSTANDABLE
5. GOOD GRASP
6. EXTREMELY CLEAR

1	2	3	4	5	6

SAMPLE TIME SAVING FORMAT FOR A MEETING AGENDA

Title of Group Meeting_____

Beginning Time_____ Estimated Ending Time_____

Location_____ Date_____

Persons to be included in meeting_____

_____

Person in charge of meeting_____

Purposes of Meeting_____

Information or Reports:	Person Responsible
Consideration:	
Action needed:	

Materials (if any) to review before meeting:_____

_____

Materials (if any) to bring to meeting:_____

_____

Additional Comments/Notes:_____

_____

_____

If you have any questions about meeting, contact:_____

_____

PERSONAL NEEDS

1. You have a real need for hobbies, friends, recreation and most important your family.
2. You need relaxing time
   a. Many feel guilty about this and shouldn't
   b. Studies show those on a treadmill lose effectiveness
   c. Set maximum work and minimum relaxing time
   d. Work smarter, not harder
3. If you use your Saturday, Sunday and holidays wisely, you have 114 days per year (<u>over three months vacation</u>)
4. Take your VACATION -- If you drop dead, the world goes on! (Some brag about having had no vacation in five years.)
5. Plan to go out with family or friends. Calendar it.
6. Spend time with your CHILDREN. They grow and are gone too soon. Every now and then calendar a special day for them.
7. You won't fill these needs if you don't calendar it.
8. When someone wants you during that calendared time--SAY NO! It is just as important to be with your family--maybe more so!
9. If you MUST use the time for other than family, RE-CALENDAR time to make up for it right then - don't wait or it may never get done.
10. Your personal needs require carving out time from the busy schedule--time that simply cannot be violated. For example, reserve Sunday entirely for self and family--no school work. (Even difficult taxpayers aren't likely to object to a family-Sunday.) Reserve at least two nights during the week to be home--a time other family members are familiar with and can be there as well. (Administrators can be gone every night if they let their time be erroded.)
11. Once a week schedule an appointment with the most important person in your life...yourself! A time to do what you enjoy, whether it is recreation, reading, shopping, dreaming...It is essential to well being!

PERSONAL PLANNING:

Where Am I Now?

Where Do I Want To Be?

How Do I Achieve This?

(See item 21, pages 6, 7 and 8)

How Do I Currently Spend My Time?

How Can I Reorganize My Schedule Of Time To Accommodate Those Personal Things (Goals) That I Want To Accomplish?

What Did I Do This Year, That I Didn't Do Last Year:

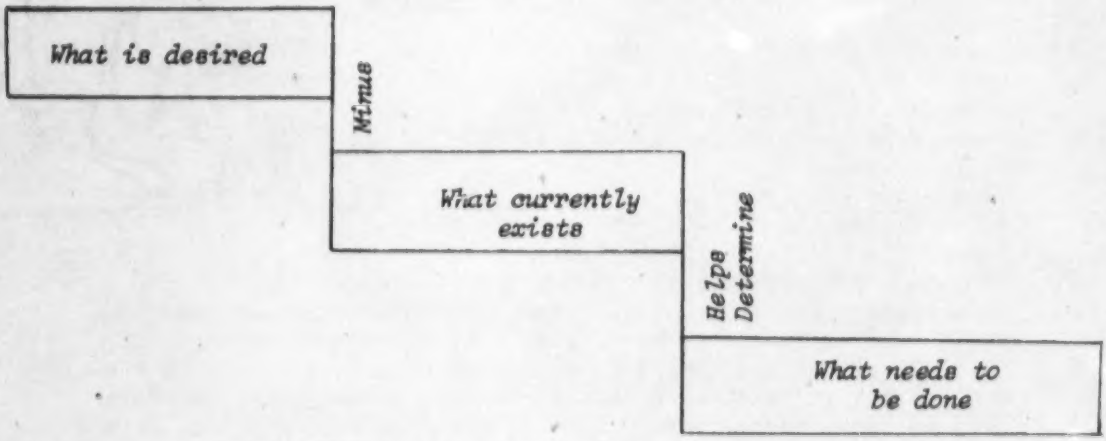
Personally? Professionally?

How Would I Answer That In A Job Interview?

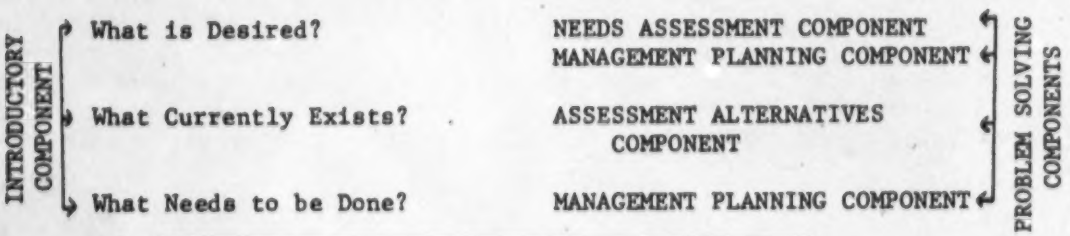
DECISION MAKING

To be a good school administrator, you need either a lot of good luck or a lot of good management techniques. The latter can be learned.

1. Utilize some form of a problem solving model. One example is listed below:



2. Resource materials available from ACSA which may assist you in these three phases:



NOT TO MAKE A DECISION. . .

IS TO HAVE MADE A DECISION!

3. Five ways to help you get things done:
   a. Define your goals
   b. Consider alternatives
   c. Work out a plan of action
   d. Set up a timetable
   e. Concentrate on essentials

4. Let's look briefly at each one:
   a. Define your goals. This means personal, professional, social, financial, family, Sainthood--they are all IMPORTANT. Be sure they are realistic and/or obtainable. Most people are vague about what they want. Pinpoint the goals and write them down. (long range - short range).

b. Consider alternatives.
c. Work out a plan of action.
   (1) Important that you do your homework. Prepare, research, ask consultant.
   (2) Then the PLAN OF ACTION.
   (3) Most people don't do enough planning.
   (4) Set time aside for planning--a minimum of one hour per day.
   (5) Research shows it is well worth it--you become more effective and efficient.
   (6) The joke--thinking is the hardest--is true--yet it saves time, money and errors.
   (7) Concentrate on only a few MAJOR areas at a time; this produces outstanding results in your entire program.
d. Set time table.
   (1) This means estimate length of time necessary to perform tasks.
   (2) Set some deadlines (by noon today, next Thursday, May, next semester).
   (3) Calendar deadlines. This helps you keep them and reminds you to monitor others.
   (4) Give subordinates deadlines (estimate of when needed).
      (a) Helps them plan their workloads
      (b) Helps secretary with letters, etc.

e. Concentrate on essentials
   (1) List steps to reach your goal.
   (2) Try to find ways to streamline, combine, skip, rearrange, delegate.
   (3) Efficiency experts spend 90 per cent of time here.

5. Priority Setting is also important. (One technique)
   a. Write down five things you need to do tomorrow, in order of importance.
   b. Start with #1 and stick with it until finished, then #2, etc.
   c. You can only do one thing at a time.
   d. This way you take care of more important items before less important ones.
   e. If you prefer to keep several projects going at same time, use 3x5 cards. Write one of five projects on each. Assign tentative costs in dollars and/or time. Make notes. Indicate deadlines. Indicate parts delegated. Rearrange sequence with any new information.

> *A Professional wins most, loses some, but always moves on to the next decision with equanimity...*
>
> *James L. Hayes*
> *President of AMA*

6. The 1-2-3----------5 Method
   a. Separate your paper work (or 3x5 cards with problem tasks written on them) into three piles. Use VALUE not URGENCY as criteria. Pile #1 is for Top Priority or Most Important items. Pile #2 should be above average or important items. Pile #3 for routine. Pile 5 is for junk mail, unsolicited material, etc--without reading, it goes into the waste basket. Remember--use VALUE not URGENCY as your criterion.
   b. How to use this method.

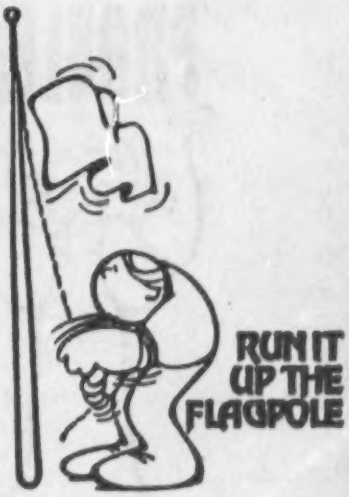
	Pile #1 Small	Pile #2 Medium	Pile #3 Large	Pile #4 ?	Pile #5 None
Skill Req'd.	Highest	Difficult	Easy to do		Throw out
Tendency	Avoid	Do Grudgingly	To do		--
Delegate	Never	Infrequently	Always		--
Order	Do 1st	Do 2nd	Never do--delegate		--

   c. Somehow we spend the greatest per cent of time on the least per cent of value--reasonable?
   d. We hear much talk about "putting out fires." There are #1, #2, #3 class fires.
   e. If we spend a preponderance of our time with urgent #3 fires, we never get to #1 and #2 (and they make bigger fires).
   f. If you continue to label urgent #3's as #1's, pretty soon your world will be on fire and you will never be out of a fire fight.
   g. Think of a mortgage (urgent)--at first interest (#3) is high and principal (#1) is low.
   h. The time we spend on urgent items is the price we pay for poor organization and a poorer use of our time.
   i. Thus you must spend your time on #1's and #2's and delegate your #3's.

7. Administrators tend to spend the majority of their time on many trivial problems, (putting out fires) and thus have very little time to spend on the really essential problems.
8. Human & Organizational Weaknesses In Effective Decision Making
   * Vague Accountability
   * Executive Timidity
   * Lack of Urgency
   * Distance from Authority
   * Loss of Momentum
   * Lack of Backup Authority
   * Improper Delegation
   * Organizations Personality
   * Long Lead Time to Implementation

   You need to plan, organize and schedule time to overcome these weaknesses.

9. Juggling Decisions Or Survival Skills:
   a. Hold your emotions in check.
   b. Refer to Ed Code or Administrative Procedures.
   c. Use Hindsight - similar problems?
   d. Weigh the alternatives.
   e. Weigh the consequences.
   f. Or try your tentative solution on a colleague.
10. Project the impact of your decisions.
   a. On clients:
      (1) Students
      (2) Parents
      (3) Citizens
   b. On subordinates
   c. On peers
   d. On resources
   e. On policies/practices/rules and regulations.



PROBLEM SOLVING

1. You will never get all the facts. At some point you have to make the best decision you can based on the information you have and an educated guess on the unknowns.

2. The average manager should be able to make an immediate decision on over 75% of the material in his/her in-basket.

3. "Managers have little time for jousting with windmills, for belaboring the could-haves, would-haves, and should-haves of their daily lives. They must act in the world as it is. They must decide with the facts as they are...this is essential if they are to be effective in seizing opportunities or mitigating problems."

James L. Hayes, President
American Management
Associations.

4. Aspects of Analytic Thinking:
   - * The ability to draw defensible inferences
   - * The ability to identify the central issue in a statement or argument
   - * The ability to synthesize - or organize apparently unrelated ideas into a common frame of reference thereby constructing a general framework that can be applied to new situations.

5. The Best Analytic Thinkers:
   - * Are quick to identify the essential components of ideas, events, problems
   - * They distinguish the important from unimportant, fact from conjecture
   - * They make other distinctions imaginatively but usefully
   - * They quickly pick out inconsistencies in statements or positions
   - * They are realistically skeptical or critical but not destructive

PROBLEM SOLVING WORKSHEET

Although pressures to RESOLVE THE PROBLEM WITH DISPATCH may render the problem analysis phase difficult, the ultimate quality of the solution will depend on the thoroughness of this step.

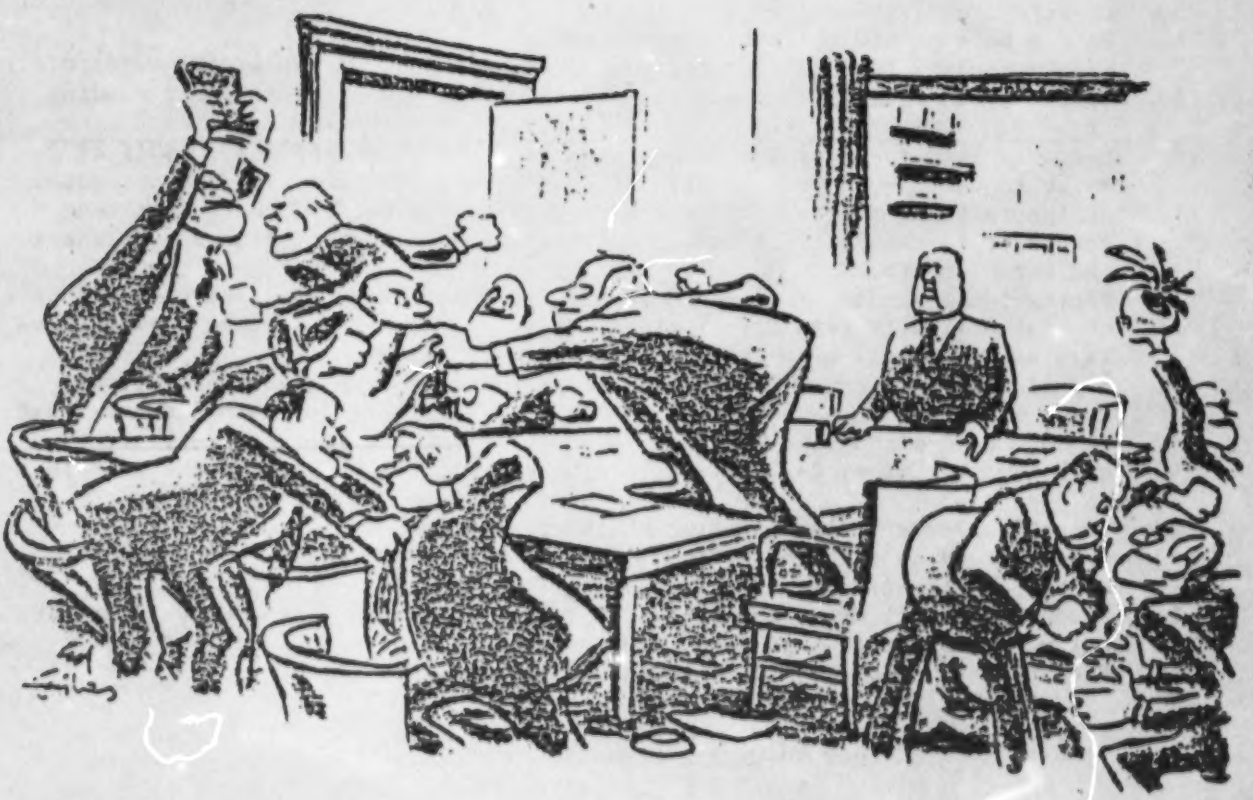
1. What is the desired condition?
   a. Musts
   b. Shoulds
2. What is the existing condition?

DON'T BE BEHIND THE . . . . .

PROBLEM ANALYSIS

1. Who is involved or associated with the problem?
2. Who is not involved or associated with the problem?
3. When does the problem occur?
4. When does the problem not occur?
5. Where does the problem occur?
6. Where does the problem not occur?

For more information on this process, see Project Leadership, Component 3, Problem Solving.



"GENTLEMEN, PLEASE! LET'S MOVE ON TO SUBSTANTIVE ISSUES."

OBTAINING CONSENSUS IS A PROBLEM SOLVING SKILL

See "Working With Advisory Committees - Promising Practices and Techniques To Make Meetings More Effective" Operations Notebook No. 16.

THE IMPORTANCE OF READING/PERSONAL READING

1. School administrators need to keep up with reading in the field. Everyone needs also to read materials not about education.
2. Invest some time in study/reading every day.
   a. How many books did you read last year?
   b. How many of those books were outside the field of education?
   c. Read different kinds of books (cultural, interest, best sellers).
3. Have a "Want to Read" list.
4. Underscore as you read. When you go back, you can assimilate at a glance.
5. As enjoyment develops, so will the habit.
6. Read a book on how to improve your reading.
7. Take a reading test to find out your reading speed. (If under 400 words/min.)
8. Take a speed reading course. In most cases, people increase their reading speed and comprehension. This can save you innumerable hours.
9. Learn to skim read for key ideas. See if it is worth reading. Is it of value to someone on your staff? If so, route it to them with a short note.
10. Assign readings to the staff and have them report back to those most concerned or to the entire group if appropriate. This saves time and broadens the entire staff.
11. Professional Reading - If you have had a magazine for over five days and have not taken time to read it - route it on to someone else because during those five days you will have received even more to read.
12. Magazines - Read table of contents keeping in mind two questions: 1. Is there something in here you should read? 2. Is there something in here that someone else might like to read? Then after you are finished route it on with a note, "Mary, (or Joe), I thought you might like to read the article on page --."
13. Learn - which articles to skim, which to read for detail and which you may want to copy or take notes from. All articles do not deserve the same amount of your time.
14. Speed Read - All of us can read at a faster rate when we consciously try but we periodically fall into careless or lazy habits.
15. See Appendix C for Tips on How to Read More Effectively.

HOW TO MAKE A PERSONAL CALENDAR AND NOT FORGET ANYTHING

1. Use a vinyl covered loose leaf notebook 4x6 (or any size to suit your needs). Then buy several sets of standard tab dividers and develop a section for:
   a. Each month of the year
   b. Notes
   c. Directory
2. Put several sheets of paper in each section and carry this with you. As you become aware of future events or appointments, add them.
3. As the years go by, make notes on the divider (page with the tab) of recurring responsibilities, activities, etc. These can include such things as:
   a. Pre-school orientation program.
   b. Evaluations.
   c. Various reports to state or county.
   d. Testing schedules.
   e. Budget deadlines.

4. You can look at the recurring items on the tab for the month and schedule them on the most convenient dates.
5. The note section can be used when you are at meetings.
6. The directory can list names, addresses and phone numbers you need.
7. This system takes time to organize, but very little to maintain.

WHAT TO DO WHEN THERE IS MORE TO DO THAN THERE IS TIME

1. Make a list of the things that you anticipate you will have to do within the next 3 weeks. This is particularly helpful at key times during the year, e.g., prior to the opening or closing of schools, semester break, prior to your leaving on vacation, etc.
2. Examine your list - are there clusters of items that go together? If so mark them in groups of A, B, C, D, etc.
   The next step is to rank each group by priority 1, 2, 3, 4, 5, by the following scale: critical (1), high payoff (2), average payoff (3), low payoff (4), low payoff but must be done anyway (5). (This same scale can apply to professional or personal tasks).
3. The next step is to estimate how long a period of time you anticipate each item on your list will take to accomplish and then a total for each group of A, B, C, and D's - jot the times down.
4. Next, indicate any dates by which an item must be completed - deadline.
5. To accomplish the task on your list, do you need information from someone else? If so, list their name. (Particularly important before vacation or break times).
6. Now make out your Weekly Planning Form (Pages 42 and 43).
7. Finally, make out your daily do list. (See Today, page 46).
8. And as Jackie Gleason says, "AND AWAY WE GO!"

PLANNING

1. You can get much more done in one quiet hour than in a day filled with interruptions every few minutes.

2. Planning should be a high priority for any administrator. At least two hours per week should be spent figuring out where you are going and how you are going to get there.

> *Why is it such a problem for people to plan? I have puzzled over this for years, and concluded that there are two major reasons. The first is that while planning is important, it is never urgent. One can put it off easily because of daily emergencies. Of course, planning is the very thing that keeps these emergencies to a minimum.*
>
> *The second reason is that the typical executive is a person of action. S/he is impatient to get the job done. And because of this s/he has a constant tendency to get on with the job before s/he has adequately described and planned what s/he is trying to do.*
>
> *Frank Goble*
> *"Excellence in Leadership"*
> *American Management Association*

3. The only way you can be the "Spark Plug" for your school, department or district is when you plan your own personal development to help you generate new ideas.

4. Many management experts indicate that the superior manager spends 25% of his/her time attending conferences, on professional readings, visiting other schools or districts, etc. - Creative thinking/planning frequently needs stimulation.

> *Effective executives concentrate on the few major areas where superior performance will produce outstanding results. They force themselves to set priorities and stay with their priority decisions. They know that they have no choice but to do first things first--and second things not at all. The alternative is to get nothing done.*
>
> *Peter F. Drucker*
> *The Effective Executive*
> *Harper & Row, New York, 1966*

5. For really important events or activities, whether professional or personal, develop a contingency plan!

6. How to utilize the Weekly Planning Form

   a. Usually this form is made out on Fridays with copies distributed as follows:
      (1) One to secretary for information (and to help him/her plan)
      (2) One posted on bulletin board (if site administrator) for staff so they will know when you are accessible and when you are not.
      (3) One copy for you.
      (4) One copy sent to superior?
   b. First establish three to eight major priorities for the week and list these at the bottom of form.
   c. After establishing priorities, estimate amount of time to accomplish each task.
   d. Now with priorities and time estimates established, work around the meetings and appointments already scheduled. Occasionally to fit in the blocks of time necessary to complete a task, you may have to rearrange some appointments. It is far better to do this on the preceding Friday (when you are preparing this form) than a day or so before the appointment.
   e. As you schedule the time blocks, be sure to allow for completion of PRIOR necessary tasks. For instance, on the example completed form, the principal scheduled an evaluation conference with a teacher on Thursday at 3:00 p.m. Prior to that was a third observation (Monday, 10 a.m.).
   f. After the form is completed, the administrator should write any necessary memoranda, prepare agendas (See Form on page 30), etc. This "wraps up" the preparations for a well-planned week. Note: the example leaves some uncommitted time for unforeseen problems, emergencies, and other tasks.

Each morning when you first reach the office:

- *Review the appropriate day on your Weekly Planning Form*
- *Were there any items left over from previous days?*
- *Look in the suspense file for that day and month (Page 17)*
- *Make out your "TODAY" list (Page 46)*
- *Prioritize*
- *Get started*

7. Note also a second type of planning form (Weekly Calendar on page 44).

Note: Remember your plan can't be etched in stone, when you have to adjust, by necessity, review the plan and make the most logical adjustment based upon your priorities, open time, items which are flexible and those which are not.

Example of a Completed Form

WEEKLY PLANNING FORM

NAME_____ WEEK OF_____

	A.M.	P.M.
MON.	7:00- 9:30 *Office Routine* 9:30-10:00 *Mail* 10:00-10:45 *Classroom Observation* 10:45-11:00 *Write Up Observations*	1:00- 3:00 *Final editing of report for Supt's. Council* 3:00- 4:00 *Mtg. with Math Dept.*
TUES.	7:00- 8:30 *Tour school plant* 8:30- 9:00 *Meet with Head Custodian & Maintenance Staff* 9:00-10:00 *Office routine* 11:15 *Mr. Jones*	1:00- 2:00 *3 classroom observations* 2:00- 2:30 *Write up observations* 2:30- 3:30 *Write parent bulletin* 3:30 *Office routine*
WED.	7:00- 8:30 *Office Routine/Staff* 9:00-11:00 *Supt's. Council Report on Athletics* 11:30 *Classroom observation*	2:00- 3:00 *Office routine* 3:00- 4:00 *Meet with non-teaching certificated staff*
THURS.	7:00- 8:30 *Office routine* 8:30-11:00 *Visit High School* *Lunch with 2 dept. chairpersons*	1:00- 2:00 *Visit Student Center* 2:00- 3:00 *Confer with Asst. Supt.* 3:00- 5:00 *Teacher Evaluation Conf.*
FRI.	7:00- 8:30 *Office routine* 8:30- 9:00 *Review week with sec'y.* 9:00-10:00 *Meet with Deans*	1:00- 1:30 *Mr. and Mrs. Smith* 2:00- 3:00 *Make out next week's planning form* 8:00-10:00 *Football Game*

Major Tasks to be completed this week:

1. *Two teacher evaluation conferences*
2. *Meeting with Math Department*
3. *Meeting with Non-teaching certificated staff*
4. *Supt's. Council - Report on Athletics*
5. *Completion of six classroom observations*
6. *Completion of parent bulletin*
7.
8.

6. PEDR Urban Associates has found that administrators spend time in six basic areas. What percentage of time do you <u>want</u> to spend in each and what percentage of time do you <u>actually</u> spend in each.

	% of time you want to spend	% of time you are currently spending
a. <u>Self Service</u>: Physical maintenance activities such as eating, sleeping, exercising, personal care, etc.	_____	_____
b. <u>Professional</u>: Your work--that which brings in the money to support your lifestyle.	_____	_____
c. <u>Family</u>: Your parent role, spouse role, and son or daughter role.	_____	_____
d. <u>Social-Cultural-Recreational</u>: Activities you participate in with friends usually for enjoyment.	_____	_____
e. <u>Community</u>: Voluntary associations including political or religious activities.	_____	_____
f. <u>Personal</u>: Activities you do essentially alone such as pleasure reading, hobbies, TV, etc.	_____	_____

If there is a discrepancy between the two columns, what are you going to do to resolve the difference? How will you organize to do so?

Sample Form

WEEKLY CALENDAR

Name _____ Week of _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7							
8							
9							
10							
11							
12							
1							
2							
3							
4							
5							
6							
7							

Sample Form

DAILY PLANNING GUIDE

Date_____

TASKS	VALUE	EST. TIME TO COMPLETE	COMPLETED	TIME SPENT

GET IT DONE

"TODAY"

Date_____

Completed		Have To Do	Want To Do
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

* Make this out first thing in the morning.
* Start with "Have To"
* Plan most difficult or those involving heavy concentration at your peak efficiency period.
* Check off those completed (makes you feel good).
* Carry forward those in "Have To" list that are not completed to the list for tomorrow.

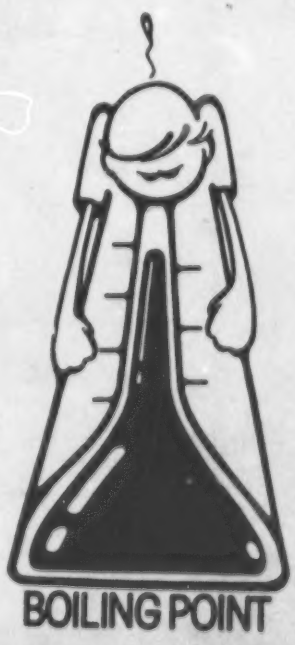
AND

GET THROUGH

YOUR DAY

WITHOUT

REACHING .....



WOMEN IN LEADERSHIP ROLES

If you are a married woman in a leadership role... your problem is compounded. Here are a few things you might want to consider.

(If you are a husband of a working wife, you too might find these ideas food for thought)

1. To combine *TWO TIME CONSUMING* Careers... *A WOMAN* has to be an expert manager of her time.

2. A national study found women who work full-time do more than 80% of household chores!

3. She must seek more efficient ways to juggle office and home routines by:
   a. Discussing her time needs with her family.
   b. Setting aside a few minutes each day for planning.
   c. Saving shopping time...jot down needed items when you think of them.
   d. When washing, have a basket for each person's clean clothes.
   e. Not becoming complusive about keeping play areas neat.
   f. When entertaining, consider two parties in a row.
   g. When away from home, carry a book or some small project with you... make the most of the delays rather than becoming bored and exasperated.
4. The dual obligations to job and family necessitate using basic management principles:
   a. Planning
   b. Organizing
   c. Controlling (internal and external)
   d. Delegating

TAKE TIME TO.....

TAKE TIME TO THINK,
IT IS THE SOURCE OF POWER.

TAKE TIME TO PLAY,
IT IS THE SECRET OF PERPETUAL YOUTH.

TAKE TIME TO READ,
IT IS THE FOUNTAIN OF WISDOM.

TAKE TIME TO PRAY,
IT IS THE GREATEST POWER ON EARTH.

TAKE TIME TO LOVE AND BE LOVED,
IT IS A GOD GIVEN PRIVILEGE.

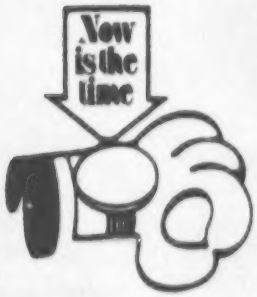
TAKE TIME TO BE FRIENDLY,
IT IS THE ROAD TO HAPPINESS.

TAKE TIME TO LAUGH,
IT IS THE MUSIC OF THE SOUL.

TAKE TIME TO GIVE,
IT IS TOO SHORT A DAY TO BE SELFISH.

TAKE TIME TO WORK,
IT IS THE PRICE OF SUCCESS.

Author Unknown



IN CLOSING

As indicated in the introduction, we hope this document has given you some useful ideas on how to more effectively use time. Unless you now set down a plan for implementing some of these ideas, the time spent reading will have been a real waste of time.

On Page 32 were "Five Ways To Help You Get Things Done." Look at them again, take a piece of paper and try to plan how to improve your management of time.

Make both a long and a short-range plan. For example, your goal could be to make a concentrated effort that you begin saving one hour a week for the first month, two hours a week for the second month, and three hours a week the third month, etc.

When you have your plan, implement it with vigor; resist the tendency to slip back into your old, comfortable habits. Remember also to look back through this document again sometime in the future (calendar it now!). See if there aren't some ideas you missed the first time through.

You should be off to a good start. Good luck!

If you have some good time saving ideas, why not send them to one of the authors - who knows...maybe in the next revision your ideas will be in print to share with others.

God Grant Me The Serenity
To Accept The Things I Cannot Change;
Courage To Change The Things I Can;
And Wisdom To Know The Difference.

Want a workshop on Time Management for your Region? Contact a member of the ACSA Executive Staff to obtain names of presenters or call for information on the Presenter's Guide on Time Management.

APPENDIX A

Selected ACSA Materials which may be of assistance to you in doing a better job in managing your time and/or improving your skills.

OPERATIONS NOTEBOOKS
($2.00 each, members; $4.00 each, non-members)

No. 23 Elementary Principals: A Check List to Succeed (33 pgs.)
A series of checklists a site administrator or person responsible for planning or supervision can utilize in such as: Opening of School; Contract Management; Managing the Instructional Program; School Budget; Categorical Programs; Support Services and School Climate.

No. 22 Rev Up Your Staff Development Program (54 pgs.)
Covers topics like, Diagnosis; the Plan; Implementation, & Samples.

No. 21 Small School District (62 pgs.)
Ideas on Managing the Small School District: Help With Priorities, Board Meetings, Paper Work, Time and Communications.

No. 20 Staff Development: Or Gettin' The Act Together (57 pgs.)
What are the Promising Practices and Potential Problems in California? Practical ideas, potential sources of funding - Assistance for the central office or site administrator.

No. 19 Improving School Climate (Second Printing) (38 pgs.)
Over 100 practical ways an administrator may examine and improve the student-staff school climate. A good climate makes it possible to work productively towards important goals, e.g.: academic learning, social development and curriculum improvement - Helps make school a place where both adults and students are willing to spend a substantial portion of their working time - Techniques can be adapted to large or small schools.

No. 18 School Community Councils and Advisory Boards, A Notebook for Administrators (44 pgs.)
Why? Who? What? When? How? - Specific answers and ideas for implementation.

No. 17 Discipline...Number One Problem In The Schools (61 pgs.)
40 Positive, Preventative Prescriptions For Those Who Care
(Second Printing since April, 1977).

No. 16 Working With Advisory Committees. . . (32 pgs.)
Promising Practices and Techniques to make meetings more effective.

No. 5 An Organic Guide To School Public Relations (50 pgs.)
"Public relations is basically what people think about an institution" - This notebook is a completely new publication crammed with practical ideas for site administrators or the district's public relations person - Inexpensive ways and techniques to build two way communication and understanding with your many publics. PR is everyone's business!

SCHOOL MANAGEMENT DIGESTS

The Digests provide school administrators with concise, readable analyses of the most important trends in schools today, as well as points up the practical implications of major research findings. By special cooperative arrangement, the series draws on the extensive research facilities and expertise of the ERIC Clearinghouse on Educational Management
($1.75 each, members; $2.75 each, non-members)

No. 11 Problem Solving Techniques for Administrators (32 pgs.)
Describes Force Field Analysis; the Nominal Group Technique; Achieving Consensus; the Delphi Model.

No. 8 Implementing Title IX (40 pgs.)

No. 6 Management by Objectives (32 pgs.)

No. 5 Student Rights and Student Discipline (32 pgs.)

No. 1 Vandalism Prevention (32 pgs.)

OTHER PUBLICATIONS OF ASSISTANCE

An Organizational Perspective On Planning & Problem Solving In Schools -
This monograph emphasizes the organizational aspects of schools. It has two main purposes: (1) to condense relevant theory into an organizational perspective which will give educational administrators a way to "think about" schools and districts as dynamic organizations intimately connected with their environments, and (2) to suggest briefly some applications of this organizational perspective and the implications it has for an administrator.
($3.00 each, members; $4.50 each, non-members)

Looking At The Challenges Of The Future: Providing For Tomorrow's Education Today (by James Olivero). (116 pgs)
The purpose of this book is to give educators new ideas about events happening now which will undoubtedly have an impact on the future and which--in both the long and short runs--will require major modifications in educational programs. Educators, like [illegible] are often wrapped up in day-to-day crises; seldom is there time to contemplate the "What if?" prospects. Few educators have time to review the literature in such diverse fields as medicine, technology, psychology. Even fewer are the educators who have studied the projections of such futurists as Herman Kahn and Willis Harmon. This book attempts to synthesize what the author considers (admittedly with bias) salient events and factors which are likely to influence the direction education will take.
($5.00 each, members; $7.00 each, non-members)

Shared Decision Making (250-page Training Manual)
($10.00 each, members; $12.00 each, non-members)

Administrator Renewal...The Leadership Role In Collegial Team Development (69 pgs.)
Reports the results of individualized continuing education programs for school administrators and offers practical recommendations for implementing a systematic plan. The monograph assists the leader of a collegial team providing a plan for a district program coordinator. Leadership roles characteristic to essential roles on the collegial team are reviewed. In addition, possible external resources are identified. 1974
($4.50 each, members and non-members)

Clinical Supervision, Clinical Teaching (200 pgs.)
Ways an administrator can help teachers be more effective - Major sections include, Teaching to an objective; Diagnosis & prescription; Monitoring & Correction; Use of Educational Strategies; Clinical Supervision.
($11.95 each, members and non-members)

Strike Manual
Practical Techniques on How to Plan to Keep Schools Open
($5.00 each, members; $8.00 each, non-members)

Strike Communications: Before, During and After - Keys to success (50 pgs.)
Practical suggestions on how a district can establish communication channels that will work during a strike. Suggestions for the role of the principals, board members, superintendent & public information person. What to say & how do you say it? Thoughts on working with the media, communicating with employees. 35 pages of sample letters, news releases, & checklists of what to do.
($3.00 each, members; $5.00 each, non-members)

PROJECT LEADERSHIP COMPONENTS
($3.00 each, members; $5.00 each, non-members)

No. 1 Introductory Component (45 pgs.)
Provides an overview of Project Leadership and description of some of the components & basic skills training program (9 hours) as well as a Self Assessment Inventory.

No. 2 Needs Assessment Component (34 pgs.)
Describes a systematic model which can be followed to conduct a school or district needs assessment.

No. 3 Problem Solving Component (44 pgs.)
Focus is on some problem solving techniques & models administrators can utilize in solving simple or complex problems.

No. 4 Management Planning Component (35 pgs.)
Describes how an administrator can develop a Management Action Plan for a school or program as well as a personal activity plan. Includes examples & helpful ideas.

No. 5 Assessment Alternatives Component (82 pgs.)
Includes 25 assessment tools an administrator may utilize to assess items such as student, citizen or staff opinion, school practices, operational assessment, meeting effectiveness & many other elements vital to efficient, effective & smooth operation of a school. Tools which can be utilized to isolate potential problems & assist in creative solutions.

PRESENTERS GUIDES
A NEW MEDIA PACKET FOR WORKSHOPS

I. Do You Want Assistance In Putting On A Workshop On One Of The Following Topics?

- Participative Management and Decentralized Decision Making
- Shared Decision Making
- Needs Assessment
- Time Management
- Personal or Program Planning
- Problem Solving - Force Field
- Improving School Climate
- Problem Solving - Delphi
- Advisory Committees
- School Public Relations
- Problem Solving Techniques
- Organizational Development
- Contract Management
- Positive Discipline Alternatives

II. Where Can I Obtain Assistance?
ACSA's Project Leadership has developed a new "innovative" media for presenting in-service programs called "Presenters Guides."

III. Contents Of A Typical Presenters Guide
All materials necessary to conduct the workshop are provided. Each Presenters Guide differs because of the topic presented. However, a kit would normally contain the following material:

A. Plastic notebook cover for the Presenters Guide
B. An Instructor's Manual or resource book
C. What to do prior to the workshop
D. Sample plan for conduct of the workshop
E. Already prepared overhead transparencies to utilize to conduct the workshop
F. Suggested handouts (Master copies are provided and each trainer reproduces copies for each participant)
   1. Simulation game(s) or participation activities
   2. Workshop evaluation form

IV. Tell Me More About The Topics Which Are Available
(1½ to 3 hour workshops)

Participative Management and Decentralized Decision Making: This workshop stresses the involvement process with case studies from districts that are "doing it" with success. It provides both concepts and a working model. Other areas include: philosophy, responsibility, accountability, organization, communications, alternatives, resources, the role of personnel, monitoring, evaluation, board policy, who's involved, and decentralized budgeting.

Shared Decision Making: This workshop is designed to reach three objectives: 1) to familiarize participants with three models of decision making; 2) to discuss critical factors to be considered in designing shared decision making models; 3) to analyze the advantages and disadvantages of these typical decision making models. The package contains individual and group exercises.

Needs Assessment: The workshop describes a generic model that can be utilized with variety of techniques for assessing needs and establishing goals. Some of the topics covered are: establishing goals, designing goal indicators, obtaining consensus, translating indicators into performance objectives, determining degree of student attainment, and selecting areas requiring change.

Time Management: Various techniques are described which assist the school administrator in making better or more productive utilization of his/her time. The program is designed to be implemented immediately and covers such areas as: finding time often overlooked, correspondence, telephone, visitors, meetings, office procedure, using secretarial time wisely, and delegation.

Personal or Program Planning: This described a model of how personal and process goals are designed to help achieve product or educational goals. It also describes the purpose and procedures for development of an activity plan and provides examples to assist the administrator in developing his/her own plan of action.

Problem Solving - Force Field: This is a simple technique to assist a teacher or administrator in analyzing forces "working for" and forces "working against" solution of a problem. Materials provide instructions, sample forms, and examples of a Force Field Analysis.

Improving School Climate: Clearly there are a number of constraints which get in the way of positive interactions between students, teachers, administrators, parents in most of today's schools. This Presenters Guide builds off of the early research and development conducted by the Denver-based CFK Ltd. Foundation. Both specific and general suggestions for improving the school climate are included in the program format. Specific action plans for improving the climate are anticipated outcomes for the workshop.

Problem Solving - Delphi: The Delphi Technique is a method for the systematic solicitation and collation of opinion. It is applicable to virtually any decision making process. The Delphi Technique provides the user with ability to involve all clients of the educational community--students, parents, and staff members--in the goal setting process.

Advisory Committees: Examples and guidelines are given for a number of types of advisory committees. Some items covered are district and individual school advisory committees on budget priority, educational policy planning, fiscal management, and curriculum and instruction committees.

School Public Relations: The important roll every member of the school staff plays in a good public relations program is stressed. This includes: the secretarial staff, custodians, aides, teachers, bus drivers, and administrators. Suggestions are given relative to both individual school and district-wide programs. Areas included are: news releases, ideas for topics, use of telephones, visitors, and common pitfalls in public relations programs.

Problem Solving Techniques: These techniques provide a detailed step-by-step model, with sample analysis forms, that an administrator or staff may utilize to formulate the decision making process. It also provides several alternative problem solving strategies to facilitate planning, such as Force Field and Linear Analysis.

Organizational Development: Organizational Development seeks to apply all we know about organizations to solve the practical problems that inevitably arise when people pool their efforts toward common goals. This program was developed by the Stanford Center for Research and Development and stresses the "structural approach" over the more common "human relations approach." Areas included deal with the value of changing the setting, rearranging systematic characteristics, the importance of the formal organization (including size, authority, work interdependence, and evaluation systems), etc.

Contract Management: This workshop is designed particularly for building level administrators, but good information for central office employees. Collective bargaining necessitates that management personnel attain skill and expertise in contract management if they are to effectively manage the employer's negotiated contract. This workshop discusses contract management as it relates to California's Public Education Collective Bargaining Law.

Positive Discipline Alternatives: As indicated in the most recent Gallup Polls, discipline is a primary concern for teachers, administrators, and parents. Undoubtedly, to bring about change consideration must be given to the causal factors and that is the focus of this Presenters Guide. Specific suggestions are given about programs that have worked in a variety of other schools and districts. Focus of the workshop is one prevention rather than remediation.

V. Cost of Presenters Guides

Type of Organization	Purchase	Rental
Other Educational Agencies	$50	$30
California School Districts	$40	$20
ACSA Regions and Charters	$30	$15

APPENDIX B

SELECTED REFERENCES FOR FURTHER STUDY

Drucker, Peter, THE EFFECTIVE EXECUTIVE, New York, Harper & Row, 1966.

Lakein, Alan, HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE, New York, Peter H. Wyden, Inc., 1973.

Likert, Rensis, THE HUMAN ORGANIZATION, New York, McGraw-Hill, 1967.

Lloyd, Kent, TIME MANAGEMENT (A Mimeographed manuscript including worksheets and applications), PEDR Urban Associates, 1112 South Third, Los Angeles, CA 1973.

Mann, Siegler, and Osmond, FOUR TYPES OF PERSONALITIES AND FOUR WAYS OF PERCEIVING TIME, Psychology Today, December 1972.

McCay, James T., THE MANAGEMENT OF TIME, Englewood Cliffs, New Jersey, Prentice-Hall, 1959.

O'Reilly, Jane, HOW TO CONTROL YOUR TIME AND YOUR LIFE, New York Magazine Corp., New York, 1972.

Reddin, W. J., EFFECTIVE MANAGEMENT BY OBJECTIVES, McGraw-Hill Book Company, New York, 1971.

Toffler, Alvin, FUTURE SHOCK, New York, Random House, 1970.

Film: BNA Management Film, MANAGING TIME, narrated by Peter Drucker. Available in San Mateo County Schools Film Library (6724).

APPENDIX C

MAKING YOUR REPORTS REALLY REPORT

An administrator may not be able to revamp an entire reporting system particularly one that overlaps many different departments, but by reviewing a check list s/he may be able to eliminate a nonessential item in a report, or possibly even the report itself.

1. Look at the content and use

   Reevaluate the information you are receiving. Do you need more information? Different information? Will its use justify its cost?

   Reevaluate the reports you send out. Is the right amount of information being furnished to each level. Can you eliminate unnecessary report items or complete reports?
   For example, when

   _____ no definite action is required
   _____ the original situation has changed
   _____ the information is interesting but irrelevant to the responsibilities of the office.
   _____ The information duplicates data on other reports or records
   _____ a copy of an existing report can be used instead
   _____ items can be added to an existing report to make it serve more than one need

2. Get the most out of your source records

   Develop your basic records so they can be used instead of preparing a separate report or improve them to facilitate the preparation of reports. Arrange to have other departments consult the source records so there will be no need for duplication of records.

3. Consider administrative improvements

   Instead of asking for a report on a problem area or a set of unsatisfactory conditions consider delegating the responsibility for solving the problem or correcting the conditions.

4. Use reporting by exception

   Enter only new data on continuing reports. Furnish information only on items needing correction or action. Make a report only when a situation occurs or there is a change in condition.

5. Reduce frequency of reports

   Revise your schedule if possible so that reports are made weekly instead of daily, quarterly instead of monthly, or only upon request with the understanding that the information will be available if needed.

6. Be sure the due dates you assign your staff insure equitable workloads.

7. Design the report form properly

   Design the form so that information can be filled in by long hand, electric typewriter, typerwriter or business machine.

8. Count the cost.

   Consider the actual value of the report in terms of its costs in man-hours and materials.

9. Be sure your instructions are clear and adequate

   a. Give all instructions at one time

   b. Clearly state the purpose or uses of the data required

   c. Give exact instructions that can be interpreted in only one way, on each item to be reported.

   d. Specify the format to ensure uniformity and to simplify transcriptions, comparisons, evaluation or other use of the data.

   e. Specify the period of time or precise situation to be covered the exact due dates for preliminary reports as well as the final transmission.

   f. If practical, specify the source and recommended procedures for obtaining and compiling the information.

10. Reports running several pages can be covered by less than one page summaries.

Adapted from Supervisory Management
October 1963